



MILWAUKEE
PUBLIC SCHOOLS

2017-18 Equitable Teacher Distribution Plan

Office of the Superintendent

Darienne B. Driver, Ed.D. Superintendent of Schools

Office of Human Resources

Himanshu Parikh, Chief Human Resources Officer

Office of Innovation & Information

Tonya Adair, Chief Innovation Officer

Latish Reed, Ph.D., Equity Specialist

2017-18 Equitable Teacher Distribution Plan

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MPS Overview

Vision, Mission, Core Beliefs, and Goals

Vision Statement

Milwaukee Public Schools will be among the highest-student-growth school systems in the country. All district staff will be committed to providing an educational environment that is child centered, supports achievement, and respects diversity. Schools will be safe, welcoming, well maintained, and accessible community centers meeting the needs of all. Relevant, rigorous, and successful instructional programs will be recognized and replicated. The district and its schools will collaborate with students, families and community for the benefit of all.

Mission Statement

Milwaukee Public Schools is a diverse district that welcomes all students, preparing them for success in higher education, post-educational opportunities, work, and citizenship.

MPS Board Goals



Core Beliefs:

1. Students come first.
2. Wherever students are learning is the most important place in the district.
3. Educators and school staffs have high expectations for all students and provide the foundation for their academic success.
4. Leadership, educator development and child-driven, data-informed decision making are keys to student achievement.
5. Involved families are integral to increasing student achievement.
6. Student voice is encouraged and respected.
7. Quality community partnerships add value.
8. Increased operational and financial efficiencies are consistently pursued to support learning opportunities for our students.
9. Central Services supports student achievement, efficient and effective operations, and student, family, and community engagement.

The following three Milwaukee Board of School Directors directed goals guide all district efforts: **Academic Achievement**, **Student, Family and Community Engagement**, and **Effective and Efficient Operations**.

To achieve these three goals, the district developed eight (8) strategic objectives, all linked together to create a cohesive and interdependent plan. These objectives are reinforced by the district's budget process, and together ensure that key programs and projects are aligned, prioritized and funded in service of students.

Academic Achievement



1

Close the Gap - MPS is a national symbol of excellence for educating all students, providing a rigorous academic program that ensures equitable opportunities for all children to reach their full potential.



2

Educate the Whole Child - MPS provides a nurturing, consistent and validating experience for every child so that both educational and social-emotional needs are met.



3

Redefine the MPS Experience - Every MPS school provides robust co/extracurricular experiences that engage and inspire every child.



4

Rethink High Schools - Every MPS student graduates on time with a personalized pathway to success in college, career and life.

Student, Family, and Community Engagement



5

Re-envision Partnerships - MPS cultivates and maintains mutually beneficial partnerships and collective impact efforts to maximize resources that promote greater student outcomes.



6

Strengthen Communications Systems & Outreach Strategies - The community is engaged in, understands and supports the work of MPS and families choose our district as a trusted and valued education provider.

Effective and Efficient Operations



7

Develop our Workforce - As an organization respected for supporting diverse, healthy, highly skilled and engaged employees, MPS is an employer of choice.



8

Improve Organizational Processes - MPS is a leader in using best practices, systems and processes equitably and efficiently to align and maximize resources in support of our strategic objectives.

While increasing equitable outcomes encompass all eight strategic objectives, this Equity Plan will focus on objectives: 1. Close the Achievement Gap and 7. Develop our Workforce

PROBLEM ANALYSIS

Teacher Inequities in High Needs Schools

Recent data regarding the teaching staff at MPS shows that our high needs schools (which tend to have a higher population of students of color) have a higher proportion of teachers that are teaching under an emergency permit/license or an initial educator license. This may be the result of our experienced licensed teachers not choosing to accept assignments in our high needs schools. Each spring, MPS teachers are allowed to interview and transfer into vacant teaching positions for the upcoming school year. If vacant teaching positions are not filled during this process, we attempt to fill them with licensed teachers from outside of the district. If we are unable to recruit certified teachers from outside of the district, we are forced to fill vacant positions with teachers on an emergency permit/license or an intern from Teach for America (TFA) or Milwaukee Teacher Education Center (MTEC). The teachers from those programs are teaching while simultaneously going through an alternative certification program. Since teaching positions in our high needs schools are considered more “challenging,” those vacancies tend to be the last to be filled and often get an emergency permit/license teacher or certified teacher with little to no experience.

Definition of Inexperienced & Permit Teachers

We define “inexperienced” teachers as those who have a teaching license (not an emergency permit) and less than one year of teaching experience. Permit teachers hold emergency licenses.

Definition of Transformation Network (MPS High Needs Schools):

In spring 2017, MPS underwent a major restructuring effort to shift resources to our highest needs schools based on DPI’s designation of schools that “fail to meet expectations.” MPS has approximately 40 schools that fall into this category. This group of schools has been named The Transformation Network. Based on our equity definition and the equity lens, our goal is to use the 40 schools as a priority to improve equitable distribution of experienced teachers and teachers of color.

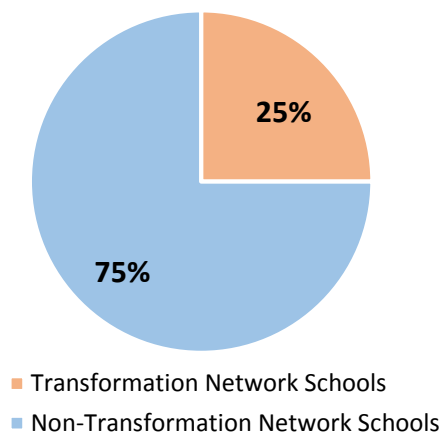
The following data below illustrates MPS district inequities related to teacher distribution by certified and racial distribution.

New Teacher Placements (Fall 2017)

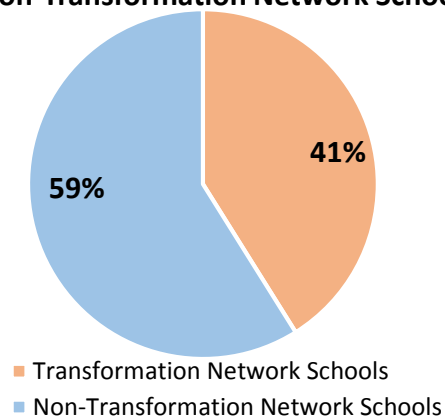
In Wisconsin, our public education systems are facing a general decline in new teacher candidates, a shortage in teachers of color, and challenges with placing the most qualified teachers in our schools with more students of color, as well as students who qualify for free and reduced breakfast/lunch (DPI, 2016). As the largest, urban public school district, MPS is also impacted significantly by this current state of affairs. The data below illustrates MPS's challenges with respect to inequities in teacher distribution.

We examined the fall 2017 placement of 219 new teacher (certified with one year or less teaching experience) and new permit teacher placements. The charts below demonstrate that while Transformation Network Schools are 25% of MPS schools, they disproportionately received 41% of the new and permit teachers.

Transformation Network Schools vs. Non-Transformation Network Schools



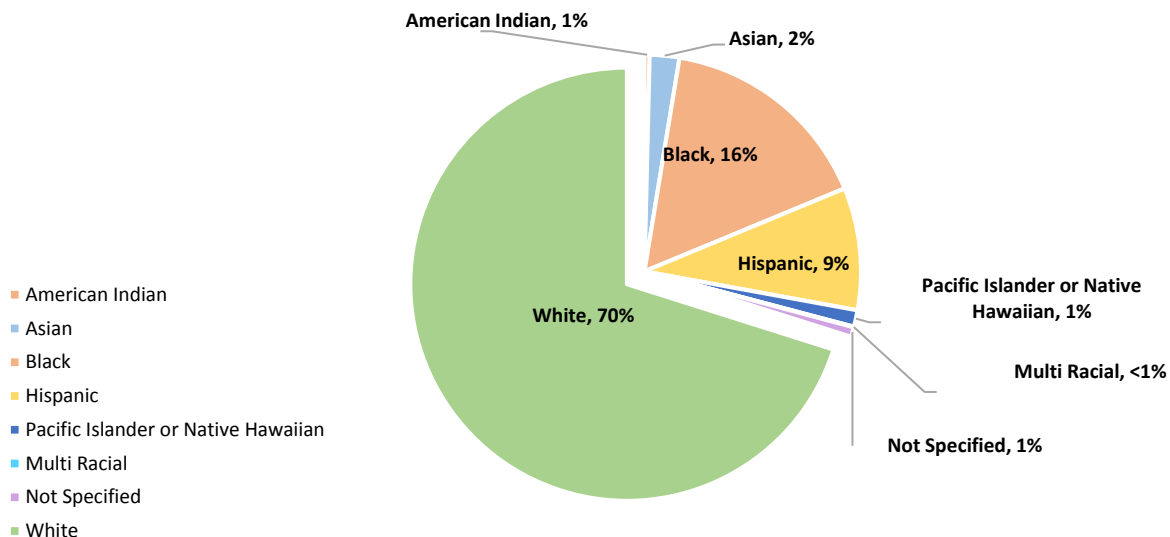
Placement of New and Permit Teachers - Transformation Network Schools vs. Non-Transformation Network Schools



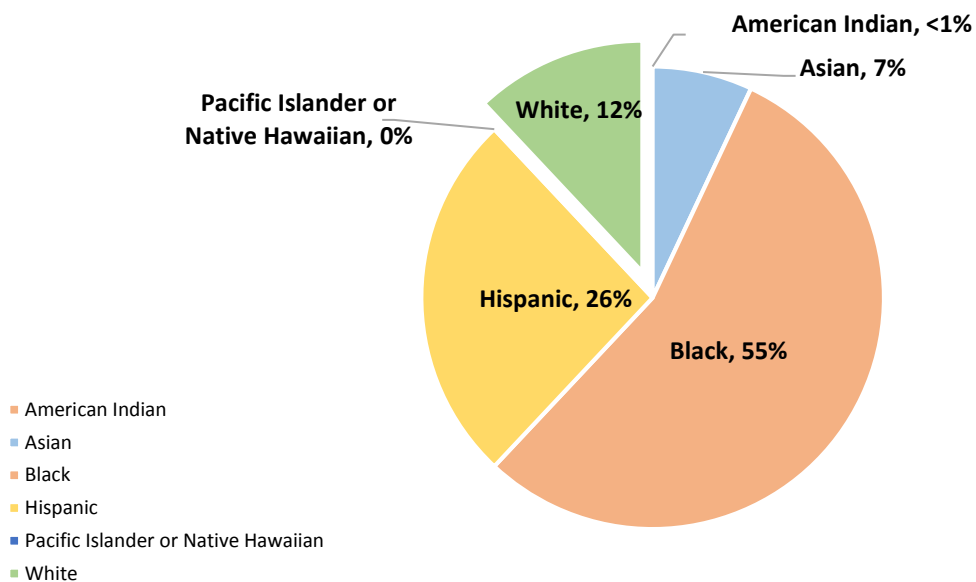
Teacher/Student Racial Disproportionality

District-wide, MPS has a disproportionate number of White teachers (70%) in comparison to its student body (88% students of color).

Fall 2017 Racial Demographics of MPS Teachers



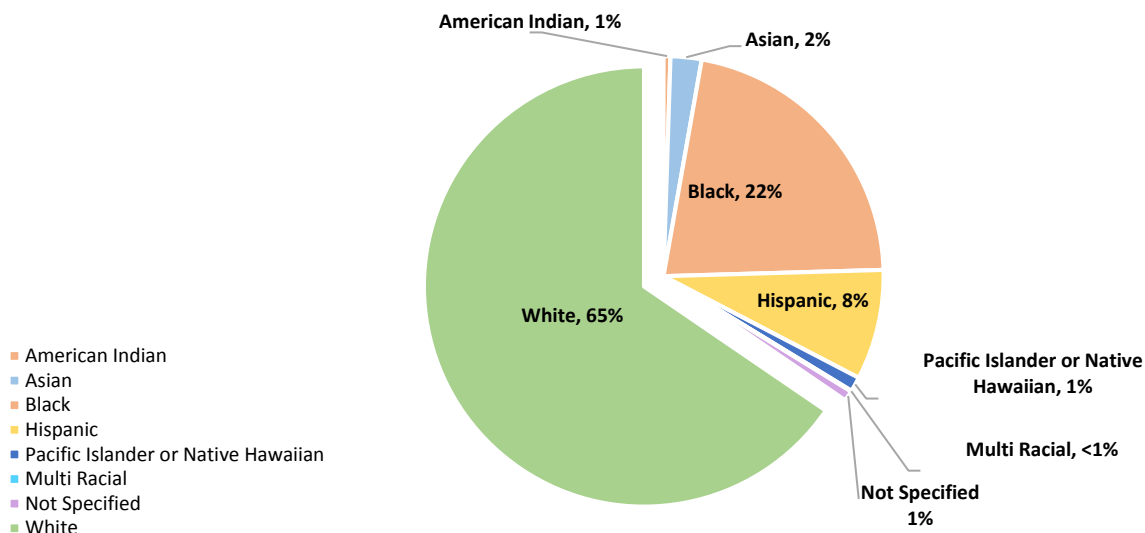
Fall 2017 Racial Demographics of MPS Students



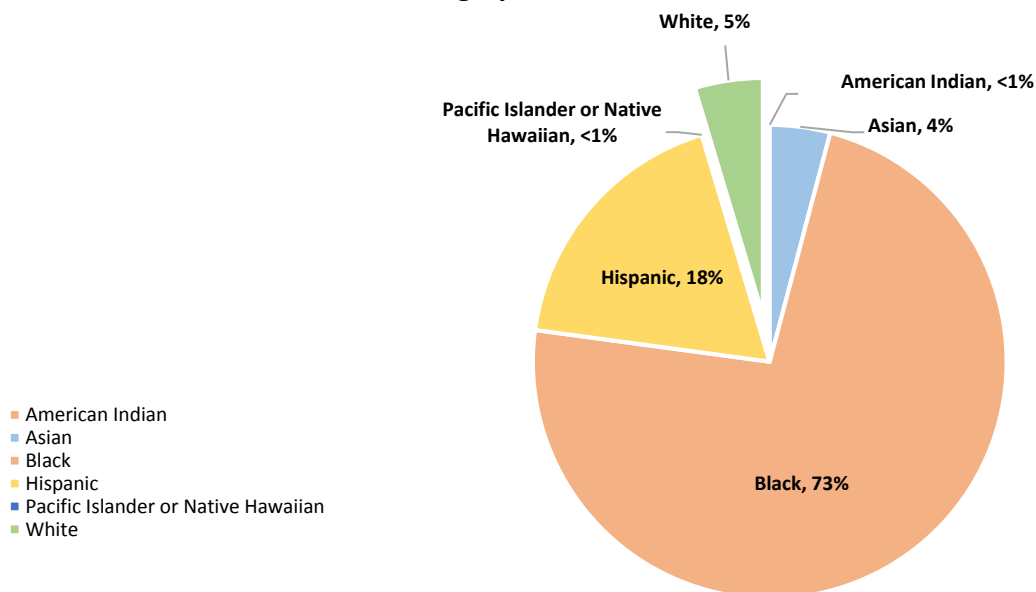
Transformation Network Teacher & Student Racial Demographics

We examined the fall 2017 new and permit teacher placements. We learned that a slightly higher percentage of teacher of color (35%) were placed in Transformation Network Schools. However, the student racial demographics were comprised of 96% students of color, which is 8% higher than the district average.

Fall 2017 Racial Demographics of New Transformation Network Teachers



Fall 2017 Racial Demographics of Transformation Network Students



2017-18 MPS District Equity Problem of Practice (POP):

Milwaukee Public Schools has neither consistently nor effectively engaged all of our students of color in an environment conducive to learning.

In K-8 English Language Arts and math, 17.5% and 13.1% of our students of color respectively are proficient (WI Forward Exam/DLM). In high school, reading and math, 13.8% and 6.8% of our students of color are proficient (ACT/DLM).

Proficiency rates for Black students alone (approximately 55% of all MPS students) are in the single digits.

Our students of color are not achieving at acceptable levels, and this adversely impacts their lives and the well-being of the Milwaukee community.

We have identified the following issues that perpetuate and reinforce our problem of practice:

- Inconsistent district culture
- Competing priorities
- A lack of data systems for school improvement

Root Cause Analysis for POP:

- Inequitable distribution of resources to schools with most need
- Lack of culturally responsive teaching practices and continued use of practices that do not engage our students
- High numbers of permit teachers in high needs schools
- Highly qualified teachers transfer to less challenging schools after they are tenured
- High mobility in school leadership
- State licensing standards provided a number of challenges to licensing teachers of color

Establishing Equity in MPS

Equity in MPS:

In order for MPS to address the factors within its sphere of control and/or influence that contribute to the current inequities that exist within MPS, the Administration and School Board both called to develop an equity policy.

MPS Definition of Equity:

A critical step in building equity within MPS includes sharing a common definition of its meaning in our organization. As such, equity in MPS means we will allocate district resources, supports and opportunities based on the needs of students and staff.

Using an [Equity Lens in MPS](#) means that we acknowledge the disparities that impact historically marginalized groups and identify priorities based on areas of greatest needs. These needs will drive our priorities for the most equitable distribution of resources, supports, and opportunities.

MPS Definition of Culturally Responsive Practices:

Culturally responsive practices are defined as educational systems, processes, and habits adopted based on the belief that all students should be supported socially, emotionally, intellectually, and civically by leveraging students' lived experiences and learning styles to ensure student achievement (based on and adapted from Dr. Gloria Ladson-Billings, 1994).

MPS Administrative Policy 1.06 & Administrative Procedure 1.06 – Equity Policy

In August 2017, the MPS Board of Directors unanimously passed the MPS Administrative Policy 1.06: Equity in MPS & Administrative Procedure 1.06: Efforts to Achieve Equity. The key elements of the policy and procedures include providing common definitions around equity, guiding equity principles, specific equity goals, and a comprehensive set of procedures that highlight the requirements for creating and maintaining equity throughout the district. The key points of the policy & procedures include:

- Equitably distributing resources based on needs
- Bolstering equitable access to co-curricular and extracurricular services
- Standardizing data-based decision-making
- Recruiting and retaining a diverse district staff
- Fostering culturally responsive practices through professional development
- Developing and applying best practices for reducing student opportunity gaps
- Including student, parent, and community voice in district decision-making.

Theory of Action for Equitable Teacher Distribution

If we:

- Establish and implement a district-wide equity policy and facilitate education and professional development around equity and culturally responsive practices
- Focus on distributing highly effective (licensed, experienced educators) to the schools with highest needs
- Offer multiple options for current MPS non-teaching staff (i.e. MPS paraprofessional talent pools that tend to have more people of color) to pursue teaching licensure for our culturally and linguistically diverse populations
- Recruit from the Wisconsin Intern Program the most prepared student teachers
- Restructure central services hiring procedures to ensure equitable teacher placement using a research-based criteria

Then we will be able to:

1. Recruit and retain a quality, diverse teaching staff that can address the needs of our culturally and linguistically diverse student population. We acknowledge the national trends which demonstrate a major decline in teacher candidates across the board. Our overall goal is to hire qualified teachers, but we will place a priority on teachers of color.
2. Provide a more comprehensive academic experience for students that offers more options and opportunities beyond the MPS classrooms for all students.

Strategies

In addressing the inequities that currently exist within our teacher placement practices, it is critical that we have a two-tiered approach to address our current reality:

Tier 1: Teacher placement, but also hiring.

Tier 2: The recruitment and retention of staff to adequately address the needs of our diverse student population.

Tier I Strategies

	Strategy	Indicators of Success
Equity Policy, Practices & Education	Equity Policy (August, 2017) A district-wide equity policy will be created that addresses district resources (including human capital), supports, and opportunities. Implementation guidance will be created to support implementation across the district and in schools.	This policy will provide the leverage to change past inequitable policies and practices that have contributed to teacher distribution inequities and our district problem of practice.
	Equity Education (2016-18) The Offices of Human Resources and Innovation will engage in research to understand what other national urban districts have found to be effective in redistributing teachers to students and schools with the highest needs. Two exemplar districts that will be examined are Charlotte-Mecklenburg, North Carolina and Broward County, Florida.	
	The Milwaukee Teachers' Education Association (MTEA) will be engaged to address the state and federal charge to address current teacher placement inequities The Offices of Human Resources and Innovation will conduct teacher focus groups (Nationally Board Certified teachers, distinguished teachers who have stayed in higher needs assignments, distinguished teachers in higher performing schools, and school support teachers) to determine what incentives and supports are needed to provide voluntary opportunities for some teachers who have demonstrated success with	The Office of Human Resources will implement equitable distribution of our highly qualified teachers to support the needs of our students and families with the highest needs.

students in higher needs schools. The results will be used along with the research based findings to create a formulaic structure to equitably distribute our highly qualified teachers.

Tier 2 Strategies

New Educators

New Educators Institute (Ongoing)

New Educators Institutes are inducted with a full one- or two-day new teacher induction program complete with Brain Breaks/Physical Activities, Building Relationships through Cultural Competence, Classroom Management, EE, Infinite Campus Training, PBIS, and Planning for Instruction

An increased number of teachers understand our district expectations and teaching strategies, and are able to access district resources to create a successful first year experience.

Monthly New Educators Seminars (Ongoing)

First year teachers are invited to participate in a two-hour monthly seminar to address first year concerns.

New teachers will have the opportunity to share their first year successes and challenges, while also getting additional support in challenging areas.

School Based Support (Ongoing)

New teachers are provided with a school based induction plan document. All principals will be trained on how to onboard new teachers during the 2017 Principal Leadership Institutes. For the 2017-18 school year, there is a plan to share resignation & exit information to inform school-based induction.

Induction Specialist Assigned (Ongoing)

The induction specialists are assigned to regions and in some cases specific schools to work collaboratively with the assigned Lead induction specialist and site-based induction teams as a system of support at the school level. The induction specialist will conduct informal "interviews" and observations of the newly-hired educators they are assigned to develop individualized support. This

An increased number of first year teachers will report where they felt supported in their school's context in new educators' evaluations.

	<p>information is not used for evaluation; the intent is to provide new educators with specific, immediate, nonthreatening feedback on their performance to develop an action plan. These individual learning plans will be developed to enhance each new educator's present skills and aligned to their Educator Effectiveness Plan (EEP) and their Professional Development Plan (PDP).</p> <p>School Based Mentors Assigned (Ongoing) In partnership with the induction specialist the School Based Mentor supports one to five teachers. These are teachers in their first year as initial educators, all permit and intern teachers, 2nd through 5th year initial educators, and any new teachers to the building.</p>	
<p>Wisconsin Improvement Program</p>	<p>UWM and MPS have secured a grant from the federal government that will help fund teaching interns. Interns are student teachers that may teach up to 1/2 teacher day by themselves. They are licensed to do so through DPI. The intern is paid a stipend to do this student teaching and is selected as an intern because he/she has demonstrated a higher skill in his/her previous coursework and field work. Schools frequently use interns to help teach regular coursework while contracted teachers engage students in intervention or extension of learning or use them for intervention work. Participants that successfully complete the internship are seen as extremely viable candidates to fill vacancies and can be offered permanent employment upon graduation.</p>	<p>Over the course of three years (2017-2020), we will increase our candidate pool up to 72 potential new teachers.</p>

Teacher Recruitment

National Searches (Ongoing)

The Office of Human Resources has plans to visit over 30 career fairs annually. By attending these fairs across the country, we have raised our profile on the national stage and are making teachers aware of what MPS has to offer and that the district is a viable option for employment. Through these efforts we have interacted with hundreds of individuals (certified, or soon to be certified teachers.)

HBCU Partnerships (Ongoing)

The Office of Human Resources has established relationships with Historically Black Colleges and Universities to develop exclusive recruitment events in during the fall to encourage HBCU students to teach in MPS upon graduation. We will investigate Minority Serving Institutions, specifically, we will explore opportunities to partner with Alverno College which was recently named a Hispanic Serving Institution.

International Recruitment (Ongoing)

MPS has developed partnerships with the Spanish Consulate, Universities in Puerto Rico, and the state of Leon/Guanajuato, Mexico to fill high needs world languages and bi-lingual teacher vacancies. The district has recruited teachers through these partnerships for many years and plan on continuing them as they have yielded positive results. To help ease the transition of the international teachers and ensure retention, the Office of Human Resources has partnered with the district's New Educator Center to provide substantial onboarding for the teachers upon coming to the district. Additionally, regular meetings are held throughout the school year with the teachers to provide professional development and any other assistance that may be needed.

Increase the number of new certified teachers in MPS.

The New Teacher Pipeline: Paraprofessional to Teacher Licensure Program

The New Teacher Pipeline: Paraprofessional to Teacher Licensure Program (NTP:PTLP) is a collaboration between Milwaukee Public Schools (MPS) and Cardinal Stritch University to increase the number of diverse, highly trained and skilled urban educators in MPS while simultaneously developing a pathway for MPS paraprofessionals to grow their career within the district. The program is customized for the paraprofessional lifestyle by offering online and face to face evening classes as well as on the job student teaching experiences. This program is open to MPS paraprofessionals who have two or more years of service and do not have a bachelor's degree. Paraprofessionals in the program will have the opportunity to earn a bachelor's degree and obtain teacher certification. To help ensure success, MPS and Cardinal Stritch provide targeted and individualized support to program participants.

Professional Licensure with Undergraduate Support (PLUS) (Ongoing)

This program is a collaboration between MPS, Milwaukee Area Technical College (MATC) and the University of Wisconsin – Milwaukee (UWM). MPS paraprofessionals (with an emphasis on paras of color) accepted into the PLUS program will complete any general coursework at MATC and then transfer to UWM to complete their bachelor's degree and the teacher certification process. Currently the PLUS program has been limited to special education paraprofessionals who are recommended by their principal and interested in obtaining teacher certification in the area of special education. The first cohort of the PLUS program started in the Fall of 2017.

<p>Add-on Licensing Opportunities</p>	<p>Culturally & Linguistically Responsive Leaders (MPS University) This principal endorsement program at Edgewood College will focus on culturally responsive practices, legal rights and programming for English Language Learners, and educational equity.</p> <hr/> <p>High Needs Licensure Areas (MPS University) As we have severe shortages in some licensure areas (i.e. Special Education, World Languages, Math), MPSU will provide affordable licensure programs for current teachers.</p>	<p>Increase the number of certified teachers who are able to address the cultural and linguistic diversity within our student population.</p>
<p>Central Services</p>	<p>Transformation Network (2017-18)</p> <p>The Transformation Network will provide a system of support in schools around best practices and instructional practices to improve student achievement. A major reorganization has placed an emphasis on instructional practices and improved school culture and climate. We will align to the levers within the System of School Support: Continuous Improvement, Educator Effectiveness, Culture of Learning, Professional Development, Leading Teams, and Managing Partnerships.</p> <p>Human Resources will provide special job fairs designed to recruit and hire teachers who would be assigned to high needs schools. HR will open a hiring window prior to the district wide hiring period in an effort to staff higher needs schools first.</p>	<p>High needs schools will receive differentiated support, professional development based on an equitable lens.</p> <p>Schools with high needs will report less vacancies and a more stable teaching staff.</p>
	<p>HR Compensation Proposal</p> <p>The Office of Human Resources will explore a strategic plan for employee compensation that would allow the District to plan and budget for future salary increases that are more equitable and commensurate with the job duties and credentials of the employees.</p>	<p>Teachers/employees who work in higher needs schools will be adequately compensated for those placements.</p>

Timeline & Evaluation

Increasing teachers of color is a specific goal and project on our district strategic plan. We realize the importance and urgency of adjusting our teacher placement practices. Meanwhile, it is imperative that we investigate and consider best practices for making improvements in this area.

In Fiscal Year 17, with the numerous initiatives stated in our strategies above, our key focus is to create a baseline measurement of our current practices and initiatives. Also, we will research other similarly sized districts that have made significant changes in their teacher distribution practices. We will also seek to adopt high impact strategies to attract and retain highly talented teachers.

- Monitor the effectiveness of MPS Pipeline programs.
- Provide targeted training to teachers with less than two years of experience on Urban School experiences.
- Monitor retention and improve strategies to retain first year teachers.

In Fiscal Year 18, our goal is to increase our diversity recruitment by 3% (certificated & classified). Subsequently, this would be an annual goal.

Additional Resources Needed

- DPI Forums that highlight concrete and tangible examples of redistributing teachers in a large urban school district.
- Funding from the DPI to support new educator induction program seminars
- Funding from the DPI to support new educator mentor training
- Additional state support in developing a culturally responsive educator effectiveness system that addresses diverse and urban settings
- Expedient communications from DPI and IHEs surrounding the most current licensure changes so that the district can communicate requirements and changes to our staff who are affected by current licensure standards